

## Activating Your Program's Strategy and Evaluation

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### Activities

- Introduce ourselves
- Provide you a framework for linking what you want to do with what you can do
  - Explain the important parts of a clear strategy and evaluation
- Coach you in building your own plan.

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### Agenda

- Part 1
  - Introductions
  - Context of today's techniques in comparison to large, organizational strategic planning
  - Rationale for focusing on return-based strategy
  - Step-by-step overview of the framework
- Part 2
  - Practice and Coaching
  - Review of plans
  - Conclusions and Evaluation

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## Introductions

- Name
- Organization
- What do you hope to take away from this workshop today?

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## “R” in ROI

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## To Optimize Your Return

- One should think in terms of “change” and not in terms of “do”
  - Identifying change
  - Implementing for change
  - Confirming change
- The notion of “balance” in planning programs.
- Planning within a “strand” is important

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Strand of Strategy								
The change we will make	The reason why the change is needed	Things we will do to create the change	Things you need to create the change	We should not look for change until...	Indicators the change has occurred	The way we will collect the indicators	When we'll collect them	Who'll be collecting them

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**Overarching change your organization makes in the world**

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Programs, Projects & Initiatives

**Assumption:**  
Organizational strategic planning drives decisions to engage in certain kinds of programming

Overarching change your organization makes in the world

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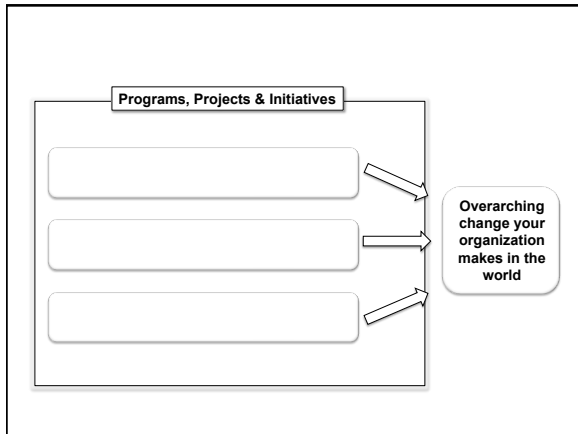
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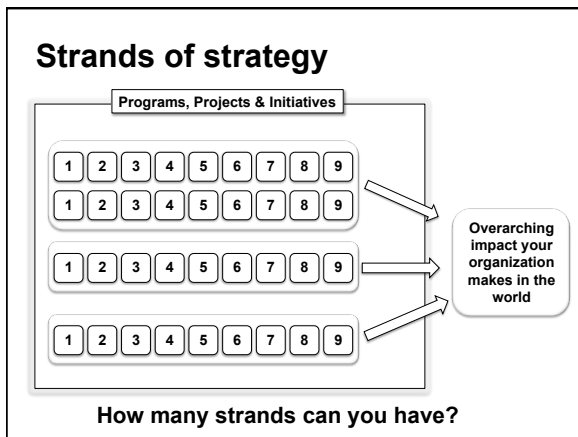
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**Rationale**

- The more concrete and verifiable you are able to articulate your program; the more likely you are to be able to
  - adjust it when things go askew
  - indicate to others whether your program is working

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**Process outcomes:**

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**Define realistic  
expectations for results**

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**Identify beneficiaries**

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**Design programming to meet  
student needs**

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**Supports your needs to  
monitor progress using  
appropriate indicators**

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**Communicate to others what  
your programmatic  
expectations are**

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**Invite collaboration in  
and constructive  
criticism of your plans**

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**Today...**

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**Try**

- Strategy and evaluation are "wicked problems"
- One must try to solve the problem in order to understand it.
- One must share their experience to develop.

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**One should think in  
terms of “change” and  
not in terms of “do”**

Identifying change  
Implementing for change  
Confirming change

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**The notion of “balance” in  
planning programs.**

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**Why planning within a  
“strand” is important**

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## Step 1 of a “strand”

State the change you will make  
via your project or initiative.

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Change  
statements  
indicating a  
***movement from A  
to B.***



They indicate a  
***change*** or an  
***improvement...***

...or an ***increase***  
or ***decrease.***




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## The Change We Will Make

- Express the exact change you intend to make.
- Be SMART
  - Specific
  - Measurable
  - Attainable
  - Realistic
  - Time-based

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Change statements are SMART

Specific	Measurable	Attainable	Realistic	Time-based
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Change statements are SMART

Specific	Measurable	Attainable	Realistic	Time-based
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↑

Not vague. Others “get it” immediately  
 No “and.” No “or.” No “also.”  
 No “so that...”

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Change statements are SMART

Specific	Measurable	Attainable	Realistic	Time-based
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↑

Worded in a way that you can sense an increase or decrease is sought.  
 Expressed as a change!

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Change statements are SMART

Specific	Measurable	Attainable	Realistic	Time-based
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↑

**It's something you can really attain.**  
**Feasible within a fiscal year or less.**

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Change statements are SMART

Specific	Measurable	Attainable	Realistic	Time-based
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↑

**It's realistic given your mandate,  
reach and resources**

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Change statements are SMART

Specific	Measurable	Attainable	Realistic	Time-based
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↑

**You know the time period needed to  
reach the goal.**  
**Will not drag on forever.**

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**Let's practice**

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**Help troubleshoot this change statement**

We will offer 10  
workshops for our  
teachers

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**Here's the next one**

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**Help troubleshoot this change statement**

Conduct a parent outreach project to create a positive school image brand and highlight positive feelings

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**Example**

Step 1: The change we will make
Increase the awareness of after-school providers, policy makers, funders, advocates, researchers on professional development approaches that meet the needs of English Language Learners

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**Step 2 of a “strand”**

**State the the reason why the change is needed.**

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## 2. The Reason Why Change is Needed

- Fill in why you believe a specific change is important.
- Why do this?
  - You have to know at all times why you are engaging in the work you're doing
  - Create support, internally and externally, for the projects in the organization
  - To ensure the work is consistent with your mission

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## Example of 1 & 2 in Context

Step 1: The change we will make	Step 2: The reason why the change is needed
Increase the awareness of after-school providers, policy makers, funders, advocates, researchers on professional development approaches that meet the needs of English Learners	<p>After school programs are an important tool for achievement for English Learners</p> <p>There is a lack of quality professional development on promising practices for after-school program staff</p> <p>Most after-school programs currently do not reflect the cultural, linguistic, and differentiated learning needs of English Learners</p>

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## Step 3 of a “strand”

**State the the things you will do to create the change.**

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### 3. Things You Will Do

- Most people start here.
- Indicating what you will do is important, but it should not be the first step in a plan.
- Make sure you have “balance” in your activities

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### 3. Things You Will Do

Why is it risky to begin any plan with what you'll do rather than what you'll change?

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### 3. Things You Will Do

Step 3: Things We Will Do
Speak to key stakeholders after dissemination of report "Maximizing After School Opportunities for English Language Learners" and discuss professional development opportunities
Convene stakeholders on what professional development should look like

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## Step 4 of a “strand”

State the the things you need  
to create the change.

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## 4. Things We Need to Make the Change

- Make fair estimates of staff and supplies needed for the activities described in column three.

Step 4: The things we need to make the change
Printing, graphics
Travel resources
Teleconferencing services
Event coordinator
Venue for meetings
Reports

The concept of  
balance applies  
here as well!!  
  
All of these muse  
be in service to  
“the change”

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## Step 5 of a “strand”

We will should not look  
for change until...

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**Step 5 of a “strand”**

**Ask yourself:**

**What data is needed at what level to know you’re ready to say “let’s see if this worked.”?**

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**Step 6 of a “strand”**

**Indicators that the change has occurred**

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**Step 6 of a “strand”**

**“what do I need to see or hear to know the change has occurred?”**

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## Indicators of Success

- Documented evidence
- Something you need to **see** or **hear** to convince others a goal has been reached




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## Indicator Examples

Step 6: Indicators the change has occurred
Increase in number of providers implementing PD that are English Learner friendly
Increase in number of conferences with English Learner topics and strands
Increase in number of county office trainings that cover PD specific to working with English Learners

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## Step 7 of a “strand”

The way we will collect the indicators

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### How you'll collect indicators

- Survey
- Focus Group
- An agreed-upon metric
  - Counts
  - Rates
  - Existence of something new




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### Step 7 of a “strand”

- What method will you use?
  - Face to face survey
  - Paper based survey
  - Web based survey
  - Telephone survey
  - Face to face interview
  - Telephone interview
  - Focus groups
  - Document review
  - Observations
  - Activity Logs/Skill Sheets
  - Tests
- What sources will you draw from?
  - Participants
  - Parents or relatives of participants
  - Others impacted (specify as many as necessary)

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### Step 8 of a “strand”

**When we'll collect our indicators**

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### Step 8 of a “strand”

- How soon do you need information?
- To what extent are your outcomes “phased.”
- Do you have a “ladder” of outcomes?
- What can you collect on your own, and what will you need help with?

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### Step 9 of a “strand”

Who will collect the indicators?

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### Step 9 of a “strand”

Who will collect the indicators?

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Strand of Strategy								
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**Contact me with questions:**  
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